

LEMBAR VALIDASI INSTRUMEN SPEAKING TEST

Judul Penelitian : The Correlation between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders
Peneliti : Pintauli Lase

A. Identitas Validator

Nama : Next Sis Zalukhu
Jabatan : Guru Bahasa Inggris
Sekolah : SMA Negeri 1 Alasa
Tanggal Validasi : 14 Februari 2025

B. Petunjuk Penilaian

Silakan berikan penilaian terhadap setiap aspek indikator berikut berdasarkan skala berikut:

- 1 = Tidak sesuai
- 2 = Kurang sesuai
- 3 = Sesuai
- 4 = Sangat sesuai

Sumber: Sugiyono (2020). Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D.

C. Formulir Penilaian

No	Aspek Indikator	Kejelasan	Relevansi	Keterukuran	Kesesuaian	Rata-rata
1	Fluency	4	3	4	4	3.75
2	Pronunciation	4	3	4	4	3.75
3	Grammar	4	4	4	4	4.00
4	Vocabulary	4	3	4	4	3.75
5	Comprehension	4	4	4	4	4.00

D. Saran dan Masukan

Instrumen layak untuk digunakan. Sebagai tambahan, Penyusunan contoh sederhana untuk setiap aspek indikator agar lebih memudahkan pengguna dalam memahami isi rubrik.

E. Kesimpulan dan Rekomendasi

Instrumen ini dinyatakan:

(Pilih salah satu dengan melingkari kesimpulan yang sesuai)

1. Layak untuk digunakan
- ☒ 2. Layak untuk digunakan dengan revisi sesuai saran
3. Tidak layak untuk digunakan

Gunungsitoli, 14 Februari 2025

Validator



Next Sis Zalukhu, S.Pd.

LEMBAR VALIDASI INSTRUMEN QUESTIONNAIRE

Judul Penelitian : The Correlation between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders

Peneliti : Pintauli Lase

A. Identitas Validator

Nama : Next Sis Zalukhu
Jabatan : Guru Bahasa Inggris
Sekolah : SMA Negeri 1 Alasa
Tanggal Validasi : 15 Februari 2025

B. Petunjuk Penilaian

Silakan berikan penilaian terhadap setiap aspek indikator berikut berdasarkan skala berikut:

- 1 = Tidak sesuai
- 2 = Kurang sesuai
- 3 = Sesuai
- 4 = Sangat sesuai

Sumber: Sugiyono (2020). Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D.

C. Formulir Penilaian

Indikator	No	Pernyataan	Kejelasan	Relevansi	Keterukuran	Kesesuaian	Rata-rata
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.	4	4	4	4	4.0
	2.	I believe I can clearly share my ideas in English.	4	4	4	3	3.75
	3.	I am confident in giving answers to the teacher's questions in English.	4	3	4	4	3.75
	4.	I trust that my English speaking skills can get better over time.	3	4	4	4	3.75
	5.	I would be confident participating in an English speech contest if given a chance.	3	4	3	4	3.5
	6.	I believe my speaking skill can improve with consistent effort.	4	4	4	4	4.0

Optimism	7.	I am not discouraged by making errors when I speak English.	3	4	4	4	3.75
	8.	I understand that mistakes are a natural part of learning.	4	4	4	3	3.75
	9.	I have a positive outlook about becoming fluent in English.	4	4	4	4	4.0
	10.	I keep trying even if I feel behind my classmates in speaking.	4	4	4	4	4.0
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.	4	4	3	4	3.75
	12.	I can assess my speaking skills honestly.	3	4	3	4	3.5
	13.	I recognize which feedback helps me improve and which does not.	3	4	3	4	3.5
	14.	I evaluate my speaking fairly without over- or underestimating myself.	4	3	4	4	3.75
	15.	I take suggestions about my speaking calmly and reflectively.	3	4	4	4	3.75
Sense of responsibility	16.	I take ownership of my progress in speaking English.	4	4	4	4	4.0
	17.	I make a genuine effort when completing speaking assignments.	4	4	4	4	4.0
	18.	I understand that improving my speaking depends on my own dedication.	4	3	4	4	3.75
	19.	I do not shift blame to others when I underperform in speaking.	3	4	4	3	3.5
	20.	Even when nervous, I complete my speaking tasks seriously.	4	4	4	4	4.0
	21.	I realize fluency in English takes steady	4	4	4	4	4.0

Rational and Realistic Thinking		practice over time.					
	22.	I know that feeling nervous about speaking is normal.	3	4	3	4	3.5
	23.	I am aware that my speaking can improve with ongoing learning.	4	4	4	4	4.0
	24.	I don't judge myself harshly for making speaking mistakes.	3	4	3	4	3.5
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance.	3	4	4	4	3.75

D. Saran dan Masukan

Secara keseluruhan, instrumen ini sudah baik. Hanya disarankan agar beberapa kalimat dapat dibuat lebih sederhana agar lebih mudah dipahami oleh peserta didik.

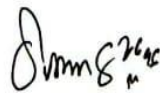
E. Kesimpulan dan Rekomendasi

Instrumen ini dinyatakan:

(Pilih salah satu dengan melingkari kesimpulan yang sesuai)

1. Layak untuk digunakan
- ② Layak untuk digunakan dengan revisi sesuai saran
3. Tidak layak untuk digunakan

Gunungsitoli, 15 Februari 2025
Validator



Next Sis Zalukhu, S.Pd.

Student 1

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech. 5
		Language issues have a small effect on speech speed. 4
		Speech is fluent and effortless. 3
		Hesitant, frequently forced into quiet due to language challenges. 2
		Speech is halting and sporadic, making conversation practically difficult. 1
2	Pronunciation	Good English accent. 5
		Comprehensible all the time, though there is a clear accent. 4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding. 3
		Difficult to understand because of pronunciation. 2
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable. 1
3	Grammar	Have good grammar and there is no grammatical errors. 5
		Make few noticeable errors of grammar or word order. 4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning. 3
		Makes frequent errors of grammar and word order which occasionally obscure meaning. 2
		Errors in grammar and word order so severe as to make speech virtually unintelligible. 1
4	Vocabulary	Makes use of highly suitable words according to the theme. 5
		Uses suitable vocabulary according to the theme. 4
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies. 3
		Makes comprehension fairly difficult due to a limited vocabulary. 2
		So extreme are their limitations of vocabulary that conversation is almost impossible. 1
5	Comprehension	Understand quite well. 5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally. 4
		Understand most of what is said at normal speed, repetitions necessary. 3
		Does not understand what is said at a slow pace with repeats. 2
		Cannot be said to understand even simple English conversation. 1

Score = the result of the score x 100
Maximum score

Note:

Maximum score = 25

Student 2

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech. 5
		Language issues have a small effect on speech speed. 4
		Speech is fluent and effortless. 3
		Hesitant, frequently forced into quiet due to language challenges. 2
		Speech is halting and sporadic, making conversation practically difficult. 1
2	Pronunciation	Good English accent. 5
		Comprehensible all the time, though there is a clear accent. 4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding. 3
		Difficult to understand because of pronunciation. 2
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable. 1
3	Grammar	Have good grammar and there is no grammatical errors. 5
		Make few noticeable errors of grammar or word order. 4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning. 3
		Makes frequent errors of grammar and word order which occasionally obscure meaning. 2
		Errors in grammar and word order so severe as to make speech virtually unintelligible. 1
4	Vocabulary	Makes use of highly suitable words according to the theme. 5
		Uses suitable vocabulary according to the theme. 4
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies. 3
		Makes comprehension fairly difficult due to a limited vocabulary. 2
		So extreme are their limitations of vocabulary that conversation is almost impossible. 1
5	Comprehension	Understand quite well. 5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally. 4
		Understand most of what is said at normal speed, repetitions necessary. 3
		Does not understand what is said at a slow pace with repeats. 2
		Cannot be said to understand even simple English conversation. 1

Score = the result of the score x 100
Maximum score

Note:

Maximum score = 25

Student 3

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech.
		4
		Language issues have a small effect on speech speed.
		3
		Speech is fluent and effortless.
2	Pronunciation	Hesitant; frequently forced into quiet due to language challenges.
		2
		Speech is halting and sporadic, making conversation practically difficult.
		1
		Good English accent.
3	Grammar	5
		Comprehensible all the time, though there is a clear accent.
		3
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding.
		2
4	Vocabulary	Difficult to understand because of pronunciation.
		1
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable.
		5
		Have good grammar and there is no grammatical errors.
5	Comprehension	4
		Make few noticeable errors of grammar or word order.
		3
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning.
		2
6	Pronunciation	Makes frequent errors of grammar and word order which occasionally obscure meaning.
		1
		Errors in grammar and word order so severe as to make speech virtually unintelligible.
		5
		Makes use of highly suitable words according to the theme.
7	Vocabulary	4
		Uses suitable vocabulary according to the theme.
		3
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies.
		2
8	Grammar	Makes comprehension fairly difficult due to a limited vocabulary.
		1
		So extreme are their limitations of vocabulary that conversation is almost impossible.
		5
		Understand quite well.
9	Comprehension	4
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally.
		3
		Understand most of what is said at normal speed; repetitions necessary.
		2
10	Pronunciation	Does not understand what is said at a slow pace with repeats.
		1
		Cannot be said to understand even simple English conversation.
		5
		Understand quite well.

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 4

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech.
		4
		Language issues have a small effect on speech speed.
		3
		Speech is fluent and effortless.
2	Pronunciation	Hesitant; frequently forced into quiet due to language challenges.
		2
		Speech is halting and sporadic, making conversation practically difficult.
		1
		Good English accent.
3	Grammar	5
		Comprehensible all the time, though there is a clear accent.
		3
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding.
		2
4	Vocabulary	Difficult to understand because of pronunciation.
		1
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable.
		5
		Have good grammar and there is no grammatical errors.
5	Comprehension	4
		Make few noticeable errors of grammar or word order.
		3
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning.
		2
6	Pronunciation	Makes frequent errors of grammar and word order which occasionally obscure meaning.
		1
		Errors in grammar and word order so severe as to make speech virtually unintelligible.
		5
		Makes use of highly suitable words according to the theme.
7	Vocabulary	4
		Uses suitable vocabulary according to the theme.
		3
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies.
		2
8	Grammar	Makes comprehension fairly difficult due to a limited vocabulary.
		1
		So extreme are their limitations of vocabulary that conversation is almost impossible.
		5
		Understand quite well.
9	Comprehension	4
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally.
		3
		Understand most of what is said at normal speed; repetitions necessary.
		2
10	Pronunciation	Does not understand what is said at a slow pace with repeats.
		1
		Cannot be said to understand even simple English conversation.
		5
		Understand quite well.

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 5

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech.
		Language issues have a small effect on speech speed.
		Speech is fluent and effortless.
		Hesitant, frequently forced into quiet due to language challenges.
		Speech is halting and sporadic, making conversation practically difficult.
2	Pronunciation	Good English accent.
		Comprehensible all the time, though there is a clear accent.
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding.
		Difficult to understand because of pronunciation.
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable.
3	Grammar	Have good grammar and there is no grammatical errors.
		Make few noticeable errors of grammar or word order.
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning.
		Makes frequent errors of grammar and word order which occasionally obscure meaning.
		Errors in grammar and word order so severe as to make speech virtually unintelligible.
4	Vocabulary	Makes use of highly suitable words according to the theme.
		Uses suitable vocabulary according to the theme.
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies.
		Makes comprehension fairly difficult due to a limited vocabulary.
		So extreme are their limitations of vocabulary that conversation is almost impossible.
5	Comprehension	Understand quite well.
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally.
		Understand most of what is said at normal speed; repetitions necessary.
		Does not understand what is said at a slow pace with repeats.
		Cannot be said to understand even simple English conversation.

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 6

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech.
		Language issues have a small effect on speech speed.
		Speech is fluent and effortless.
		Hesitant, frequently forced into quiet due to language challenges.
		Speech is halting and sporadic, making conversation practically difficult.
2	Pronunciation	Good English accent.
		Comprehensible all the time, though there is a clear accent.
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding.
		Difficult to understand because of pronunciation.
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable.
3	Grammar	Have good grammar and there is no grammatical errors.
		Make few noticeable errors of grammar or word order.
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning.
		Makes frequent errors of grammar and word order which occasionally obscure meaning.
		Errors in grammar and word order so severe as to make speech virtually unintelligible.
4	Vocabulary	Makes use of highly suitable words according to the theme.
		Uses suitable vocabulary according to the theme.
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies.
		Makes comprehension fairly difficult due to a limited vocabulary.
		So extreme are their limitations of vocabulary that conversation is almost impossible.
5	Comprehension	Understand quite well.
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally.
		Understand most of what is said at normal speed; repetitions necessary.
		Does not understand what is said at a slow pace with repeats.
		Cannot be said to understand even simple English conversation.

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 7

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech.
		Language issues have a small effect on speech speed.
		Speech is fluent and effortless.
		Hesitant; frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult.
2	Pronunciation	Good English accent.
		Comprehensible all the time, though there is a clear accent.
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding.
		Difficult to understand because of pronunciation.
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable.
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed; repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 8

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech.
		Language issues have a small effect on speech speed.
		Speech is fluent and effortless.
		Hesitant; frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult.
2	Pronunciation	Good English accent.
		Comprehensible all the time, though there is a clear accent.
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding.
		Difficult to understand because of pronunciation.
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable.
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed; repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 9

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech.
		Language issues have a small effect on speech speed.
		Speech is fluent and effortless.
		Hesitant, frequently forced into quiet due to language challenges.
		Speech is halting and sporadic, making conversation practically difficult.
2	Pronunciation	Good English accent.
		Comprehensible all the time, though there is a clear accent.
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding.
		Difficult to understand because of pronunciation.
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable.
3	Grammar	Have good grammar and there is no grammatical errors.
		Make few noticeable errors of grammar or word order.
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning.
		Makes frequent errors of grammar and word order which occasionally obscure meaning.
		Errors in grammar and word order so severe as to make speech virtually unintelligible.
4	Vocabulary	Makes use of highly suitable words according to the theme.
		Uses suitable vocabulary according to the theme.
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies.
		Makes comprehension fairly difficult due to a limited vocabulary.
		So extreme are their limitations of vocabulary that conversation is almost impossible.
5	Comprehension	Understand quite well.
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally.
		Understand most of what is said at normal speed; repetitions necessary.
		Does not understand what is said at a slow pace with repeats.
		Cannot be said to understand even simple English conversation.

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 10

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech.
		Language issues have a small effect on speech speed.
		Speech is fluent and effortless.
		Hesitant, frequently forced into quiet due to language challenges.
		Speech is halting and sporadic, making conversation practically difficult.
2	Pronunciation	Good English accent.
		Comprehensible all the time, though there is a clear accent.
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding.
		Difficult to understand because of pronunciation.
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable.
3	Grammar	Have good grammar and there is no grammatical errors.
		Make few noticeable errors of grammar or word order.
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning.
		Makes frequent errors of grammar and word order which occasionally obscure meaning.
		Errors in grammar and word order so severe as to make speech virtually unintelligible.
4	Vocabulary	Makes use of highly suitable words according to the theme.
		Uses suitable vocabulary according to the theme.
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies.
		Makes comprehension fairly difficult due to a limited vocabulary.
		So extreme are their limitations of vocabulary that conversation is almost impossible.
5	Comprehension	Understand quite well.
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally.
		Understand most of what is said at normal speed; repetitions necessary.
		Does not understand what is said at a slow pace with repeats.
		Cannot be said to understand even simple English conversation.

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 11

SPEAKING RUBRIC			
No		Criterion	Value
1	Fluency	Fluent and easy speech	5
		Language issues have a small effect on speech speed	4 ✓
		Speech is fluent and effortless	3
		Hesitant, frequently forced into quiet due to language challenges	2
		Speech is halting and sporadic, making conversation practically difficult	1
2	Pronunciation	Good English accent	5
		Comprehensible all the time, though there is a clear accent	4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding	3 ✓
		Difficult to understand because of pronunciation	2
		Repeatedly asked to repeat, harsh pronunciation makes it uncommunicable	1
3	Grammar	Have good grammar and there is no grammatical errors	5
		Make few noticeable errors of grammar or word order	4 ✓
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning	3
		Makes frequent errors of grammar and word order which occasionally obscure meaning	2
		Errors in grammar and word order so severe as to make speech virtually unintelligible	1
4	Vocabulary	Makes use of highly suitable words according to the theme	5
		Uses suitable vocabulary according to the theme	4
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies	3 ✓
		Makes comprehension fairly difficult due to a limited vocabulary	2
		So extreme are their limitations of vocabulary that conversation is almost impossible	1
5	Comprehension	Understand quite well	5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally	4 ✓
		Understand most of what is said at normal speed; repetitions necessary	3
		Does not understand what is said at a slow pace with repeats	2
		Cannot be said to understand even simple English conversation	1

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 12

SPEAKING RUBRIC			
No		Criterion	Value
1	Fluency	Fluent and easy speech	5 ✓
		Language issues have a small effect on speech speed	4
		Speech is fluent and effortless	3
		Hesitant, frequently forced into quiet due to language challenges	2
		Speech is halting and sporadic, making conversation practically difficult	1
2	Pronunciation	Good English accent	5 ✓
		Comprehensible all the time, though there is a clear accent	4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding	3
		Difficult to understand because of pronunciation	2
		Repeatedly asked to repeat, harsh pronunciation makes it uncommunicable	1
3	Grammar	Have good grammar and there is no grammatical errors	5
		Make few noticeable errors of grammar or word order	4 ✓
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning	3
		Makes frequent errors of grammar and word order which occasionally obscure meaning	2
		Errors in grammar and word order so severe as to make speech virtually unintelligible	1
4	Vocabulary	Makes use of highly suitable words according to the theme	5 ✓
		Uses suitable vocabulary according to the theme	4
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies	3
		Makes comprehension fairly difficult due to a limited vocabulary	2
		So extreme are their limitations of vocabulary that conversation is almost impossible	1
5	Comprehension	Understand quite well	5 ✓
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally	4
		Understand most of what is said at normal speed, repetitions necessary	3
		Does not understand what is said at a slow pace with repeats	2
		Cannot be said to understand even simple English conversation	1

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 13

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech
		5
		Language issues have a small effect on speech speed
		✓
		Speech is fluent and effortless
2	Pronunciation	3
		Hesitant; frequently forced into quiet due to language challenges
		2
		Speech is halting and sporadic, making conversation practically difficult
		1
		Good English accent
		5
		Comprehensible all the time, though there is a clear accent
		4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
3	Grammar	✓
		Difficult to understand because of pronunciation
		2
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable
		1
		Have good grammar and there is no grammatical errors
		5
		Make few noticeable errors of grammar or word order
4	Vocabulary	4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		3
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		2
		Errors in grammar and word order so severe as to make speech virtually unintelligible
		1
		Makes use of highly suitable words according to the theme
5	Comprehension	✓
		Uses suitable vocabulary according to the theme
		4
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies
		3
		Makes comprehension fairly difficult due to a limited vocabulary
		2
		So extreme are their limitations of vocabulary that conversation is almost impossible
		1
		Understand quite well
6	Comprehension	5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		✓
		Understand most of what is said at normal speed; repetitions necessary
		3
		Does not understand what is said at a slow pace with repeats
		2
		Cannot be said to understand even simple English conversation
		1

Score = the result of the score x 100
Maximum score

Note:

Maximum score = 25

Student 14

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech
		5
		Language issues have a small effect on speech speed
		4
		Speech is fluent and effortless
2	Pronunciation	✓
		Hesitant; frequently forced into quiet due to language challenges
		2
		Speech is halting and sporadic, making conversation practically difficult
		1
		Good English accent
		5
		Comprehensible all the time, though there is a clear accent
		4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
3	Grammar	✓
		Difficult to understand because of pronunciation
		2
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable
		1
		Have good grammar and there is no grammatical errors
		5
		Make few noticeable errors of grammar or word order
4	Vocabulary	4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		3
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		2
		Errors in grammar and word order so severe as to make speech virtually unintelligible
		1
		Makes use of highly suitable words according to the theme
5	Comprehension	✓
		Uses suitable vocabulary according to the theme
		4
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies
		3
		Makes comprehension fairly difficult due to a limited vocabulary
		2
		So extreme are their limitations of vocabulary that conversation is almost impossible
		1
		Understand quite well
6	Comprehension	5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		4
		Understand most of what is said at normal speed; repetitions necessary
		✓
		Does not understand what is said at a slow pace with repeats
		2
		Cannot be said to understand even simple English conversation
		1

Score = the result of the score x 100
Maximum score

Note:

Maximum score = 25

Student 15

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech
		Language issues have a small effect on speech speed
		Speech is fluent and effortless
		Hesitant, frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult
2	Pronunciation	Good English accent
		Comprehensible all the time; though there is a clear accent
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
		Difficult to understand because of pronunciation
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed; repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

Score = the result of the score x 100
Maximum score

Note:

Maximum score = 25

Student 16

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech
		Language issues have a small effect on speech speed
		Speech is fluent and effortless
		Hesitant, frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult
2	Pronunciation	Good English accent
		Comprehensible all the time, though there is a clear accent
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
		Difficult to understand because of pronunciation
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed; repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

Score = the result of the score x 100
Maximum score

Note:

Maximum score = 25

Student 17

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech
		Language issues have a small effect on speech speed
		Speech is fluent and effortless
		Hesitant, frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult
2	Pronunciation	Good English accent
		Comprehensible all the time, though there is a clear accent
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
		Difficult to understand because of pronunciation
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed; repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 18

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech
		Language issues have a small effect on speech speed
		Speech is fluent and effortless
		Hesitant, frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult
2	Pronunciation	Good English accent
		Comprehensible all the time, though there is a clear accent
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
		Difficult to understand because of pronunciation
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed; repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 19

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech
		Language issues have a small effect on speech speed
		Speech is fluent and effortless
		Hesitant, frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult
2	Pronunciation	Good English accent
		Comprehensible all the time, though there is a clear accent
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
		Difficult to understand because of pronunciation
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed; repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 20

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech
		Language issues have a small effect on speech speed
		Speech is fluent and effortless
		Hesitant, frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult
2	Pronunciation	Good English accent
		Comprehensible all the time, though there is a clear accent
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
		Difficult to understand because of pronunciation
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed; repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 21

SPEAKING RUBRIC

No	Criterion	Value
1	Fluency	Fluent and easy speech
		Language issues have a small effect on speech speed
		Speech is fluent and effortless
		Hesitant, frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult
2	Pronunciation	Good English accent
		Comprehensible all the time, though there is a clear accent
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
		Difficult to understand because of pronunciation
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed; repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 22

SPEAKING RUBRIC

No	Criterion	Value
1	Fluency	Fluent and easy speech
		Language issues have a small effect on speech speed
		Speech is fluent and effortless
		Hesitant, frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult
2	Pronunciation	Good English accent
		Comprehensible all the time; though there is a clear accent
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
		Difficult to understand because of pronunciation
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed, repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

SPEAKING RUBRIC			
No		Criterion	Value
1	Fluency	Fluent and easy speech	5
		Language issues have a small effect on speech speed	✓ 4
		Speech is fluent and effortless	3
		Hesitant, frequently forced into quiet due to language challenges	2
		Speech is halting and sporadic, making conversation practically difficult	1
2	Pronunciation	Good English accent	5
		Comprehensible all the time, though there is a clear accent	4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding	✓ 3
		Difficult to understand because of pronunciation	2
		Repeatedly asked to repeat, harsh pronunciation makes it uncommunicable	1
3.	Grammar	Have good grammar and there is no grammatical errors	5
		Make few noticeable errors of grammar or word order	✓ 4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning	3
		Makes frequent errors of grammar and word order which occasionally obscure meaning	2
		Errors in grammar and word order so severe as to make speech virtually unintelligible	1
4	Vocabulary	Makes use of highly suitable words according to the theme	5
		Uses suitable vocabulary according to the theme	4
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies	✓ 3
		Makes comprehension fairly difficult due to a limited vocabulary	2
		So extreme are their limitations of vocabulary that conversation is almost impossible	1
5	Comprehension	Understand quite well	5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally	✓ 4
		Understand most of what is said at normal speed; repetitions necessary	3
		Does not understand what is said at a slow pace with repeats	2
		Cannot be said to understand even simple English conversation	1

Score = $\frac{\text{the result of the score} \times 100}{\text{Maximum score}}$

Note:

Maximum score = 25

SPEAKING RUBRIC			Value
No		Criterion	
1	Fluency	Fluent and easy speech	5
		Language issues have a small effect on speech speed	4 ✓
		Speech is fluent and effortless	3
		Hesitant, frequently forced into quiet due to language challenges	2
		Speech is halting and sporadic, making conversation practically difficult	1
2	Pronunciation	Good English accent	5
		Comprehensible all the time, though there is a clear accent	4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding	3 ✓
		Difficult to understand because of pronunciation	2
		Repeatedly asked to repeat, harsh pronunciation makes it uncommunicable	1
3.	Grammar	Have good grammar and there is no grammatical errors	5 ✓
		Make few noticeable errors of grammar or word order	4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning	3
		Makes frequent errors of grammar and word order which occasionally obscure meaning	2
		Errors in grammar and word order so severe as to make speech virtually unintelligible	1
4	Vocabulary	Makes use of highly suitable words according to the theme	5 ✓
		Uses suitable vocabulary according to the theme	4
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies	3
		Makes comprehension fairly difficult due to a limited vocabulary	2
		So extreme are their limitations of vocabulary that conversation is almost impossible	1
5	Comprehension	Understand quite well	5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally	4 ✓
		Understand most of what is said at normal speed, repetitions necessary	3
		Does not understand what is said at a slow pace with repeats	2
		Cannot be said to understand even simple English conversation	1

Score = $\frac{\text{the result of the score} \times 100}{\text{Maximum score}}$

Note:

Maximum score = 25

Student 25

SPEAKING RUBRIC

No	Criterion	Value
1	Fluency	Fluent and easy speech. ☒
		Language issues have a small effect on speech speed. 4
		Speech is fluent and effortless. 3
		Hesitant, frequently forced into quiet due to language challenges. 2
		Speech is halting and sporadic, making conversation practically difficult. 1
2	Pronunciation	Good English accent. ☒
		Comprehensible all the time, though there is a clear accent. 4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding. 3
		Difficult to understand because of pronunciation. 2
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable. 1
3	Grammar	Have good grammar and there is no grammatical errors. 5
		Make few noticeable errors of grammar or word order. 4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning. ☒ 3
		Makes frequent errors of grammar and word order which occasionally obscure meaning. 2
		Errors in grammar and word order so severe as to make speech virtually unintelligible. 1
4	Vocabulary	Makes use of highly suitable words according to the theme. ☒
		Uses suitable vocabulary according to the theme. 4
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies. 3
		Makes comprehension fairly difficult due to a limited vocabulary. 2
		So extreme are their limitations of vocabulary that conversation is almost impossible. 1
5	Comprehension	Understand quite well. ☒
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally. 4
		Understand most of what is said at normal speed; repetitions necessary. 3
		Does not understand what is said at a slow pace with repeats. 2
		Cannot be said to understand even simple English conversation. 1

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 26

SPEAKING RUBRIC

No	Criterion	Value
1	Fluency	Fluent and easy speech. 5
		Language issues have a small effect on speech speed. 4
		Speech is fluent and effortless. ☒ 3
		Hesitant, frequently forced into quiet due to language challenges. 2
		Speech is halting and sporadic, making conversation practically difficult. 1
2	Pronunciation	Good English accent. ☒
		Comprehensible all the time, though there is a clear accent. 4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding. 3
		Difficult to understand because of pronunciation. 2
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable. 1
3	Grammar	Have good grammar and there is no grammatical errors. ☒ 5
		Make few noticeable errors of grammar or word order. 4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning. 3
		Makes frequent errors of grammar and word order which occasionally obscure meaning. 2
		Errors in grammar and word-order so severe as to make speech virtually unintelligible. 1
4	Vocabulary	Makes use of highly suitable words according to the theme. 5
		Uses suitable vocabulary according to the theme. 4
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies. ☒ 3
		Makes comprehension fairly difficult due to a limited vocabulary. 2
		So extreme are their limitations of vocabulary that conversation is almost impossible. 1
5	Comprehension	Understand quite well. 5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally. 4
		Understand most of what is said at normal speed; repetitions necessary. ☒ 3
		Does not understand what is said at a slow pace with repeats. 2
		Cannot be said to understand even simple English conversation. 1

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 27

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech
		Language issues have a small effect on speech speed
		Speech is fluent and effortless
		Hesitant, frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult
2	Pronunciation	Good English accent
		Comprehensible all the time, though there is a clear accent
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
		Difficult to understand because of pronunciation
		Repeatedly asked to repeat, harsh pronunciation makes it uncommunicable
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed, repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 28

SPEAKING RUBRIC		
No	Criterion	Value
1	Fluency	Fluent and easy speech
		Language issues have a small effect on speech speed
		Speech is fluent and effortless
		Hesitant, frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult
2	Pronunciation	Good English accent
		Comprehensible all the time, though there is a clear accent
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
		Difficult to understand because of pronunciation
		Repeatedly asked to repeat, harsh pronunciation makes it uncommunicable
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed, repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 29

SPEAKING RUBRIC

No	Criterion	Value
1	Fluency	Fluent and easy speech.
		5
		Language issues have a small effect on speech speed.
		4
		Speech is fluent and effortless.
2	Pronunciation	3
		Hesitant, frequently forced into quiet due to language challenges.
		2
		Speech is halting and sporadic, making conversation practically difficult.
		1
3	Grammar	Good English accent.
		5
		Comprehensible all the time, though there is a clear accent.
		4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding.
4	Vocabulary	3
		Difficult to understand because of pronunciation.
		2
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable.
		1
5	Comprehension	Have good grammar and there is no grammatical errors.
		5
		Make few noticeable errors of grammar or word order.
		4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning.
6	Pronunciation	3
		Makes frequent errors of grammar and word order which occasionally obscure meaning.
		2
		Errors in grammar and word order so severe as to make speech virtually unintelligible.
		1
7	Grammar	Makes use of highly suitable words according to the theme.
		5
		Uses suitable vocabulary according to the theme.
		4
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies.
8	Vocabulary	3
		Makes comprehension fairly difficult due to a limited vocabulary.
		2
		So extreme are their limitations of vocabulary that conversation is almost impossible.
		1
9	Comprehension	Understand quite well.
		5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally.
		4
		Understand most of what is said at normal speed; repetitions necessary.
10	Pronunciation	3
		Does not understand what is said at a slow pace with repeats.
		2
		Cannot be said to understand even simple English conversation.
		1

Score = the result of the score x 100
Maximum score

Note:

Maximum score = 25

Student 30

SPEAKING RUBRIC

No	Criterion	Value
1	Fluency	Fluent and easy speech.
		5
		Language issues have a small effect on speech speed.
		4
		Speech is fluent and effortless.
2	Pronunciation	3
		Hesitant, frequently forced into quiet due to language challenges.
		2
		Speech is halting and sporadic, making conversation practically difficult.
		1
3	Grammar	Good English accent.
		5
		Comprehensible all the time, though there is a clear accent.
		4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding.
4	Vocabulary	3
		Difficult to understand because of pronunciation.
		2
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable.
		1
5	Comprehension	Have good grammar and there is no grammatical errors.
		5
		Make few noticeable errors of grammar or word order.
		4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning.
6	Pronunciation	3
		Makes frequent errors of grammar and word order which occasionally obscure meaning.
		2
		Errors in grammar and word order so severe as to make speech virtually unintelligible.
		1
7	Grammar	Makes use of highly suitable words according to the theme.
		5
		Uses suitable vocabulary according to the theme.
		4
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies.
8	Vocabulary	3
		Makes comprehension fairly difficult due to a limited vocabulary.
		2
		So extreme are their limitations of vocabulary that conversation is almost impossible.
		1
9	Comprehension	Understand quite well.
		5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally.
		4
		Understand most of what is said at normal speed; repetitions necessary.
10	Pronunciation	3
		Does not understand what is said at a slow pace with repeats.
		2
		Cannot be said to understand even simple English conversation.
		1

Score = the result of the score x 100
Maximum score

Note:

Maximum score = 25

Student 31

SPEAKING RUBRIC

No	Criterion	Value
1	Fluency	Fluent and easy speech
		Language issues have a small effect on speech speed
		Speech is fluent and effortless
		Hesitant, frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult
2	Pronunciation	Good English accent
		Comprehensible all the time, though there is a clear accent
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
		Difficult to understand because of pronunciation
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed, repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 32

SPEAKING RUBRIC

No	Criterion	Value
1	Fluency	Fluent and easy speech
		Language issues have a small effect on speech speed
		Speech is fluent and effortless
		Hesitant, frequently forced into quiet due to language challenges
		Speech is halting and sporadic, making conversation practically difficult
2	Pronunciation	Good English accent
		Comprehensible all the time, though there is a clear accent
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding
		Difficult to understand because of pronunciation
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable
3	Grammar	Have good grammar and there is no grammatical errors
		Make few noticeable errors of grammar or word order
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning
		Makes frequent errors of grammar and word order which occasionally obscure meaning
		Errors in grammar and word order so severe as to make speech virtually unintelligible
4	Vocabulary	Makes use of highly suitable words according to the theme
		Uses suitable vocabulary according to the theme
		Uses suitable vocabulary, conversation somewhat limited due to lexical inadequacies
		Makes comprehension fairly difficult due to a limited vocabulary
		So extreme are their limitations of vocabulary that conversation is almost impossible
5	Comprehension	Understand quite well
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally
		Understand most of what is said at normal speed, repetitions necessary
		Does not understand what is said at a slow pace with repeats
		Cannot be said to understand even simple English conversation

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 33

SPEAKING RUBRIC

No	Criterion	Value
1	Fluency	Fluent and easy speech. 5
		Language issues have a small effect on speech speed. 4
		Speech is fluent and effortless. 3 ✓
		Hesitant, frequently forced into quiet due to language challenges. 2
		Speech is halting and sporadic, making conversation practically difficult. 1
2	Pronunciation	Good English accent. 5
		Comprehensible all the time, though there is a clear accent. 4 ✓
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding. 3
		Difficult to understand because of pronunciation. 2
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable. 1
3	Grammar	Have good grammar and there is no grammatical errors. 5
		Make few noticeable errors of grammar or word order. 4 ✓
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning. 3
		Makes frequent errors of grammar and word order which occasionally obscure meaning. 2
		Errors in grammar and word order so severe as to make speech virtually unintelligible. 1
4	Vocabulary	Makes use of highly suitable words according to the theme. 5
		Uses suitable vocabulary according to the theme. 4 ✓
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies. 3
		Makes comprehension fairly difficult due to a limited vocabulary. 2
		So extreme are their limitations of vocabulary that conversation is almost impossible. 1
5	Comprehension	Understand quite well. 5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally. 4 ✓
		Understand most of what is said at normal speed; repetitions necessary. 3
		Does not understand what is said at a slow pace with repeats. 2
		Cannot be said to understand even simple English conversation. 1

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 34

SPEAKING RUBRIC

No	Criterion	Value
1	Fluency	Fluent and easy speech. 5
		Language issues have a small effect on speech speed. 4
		Speech is fluent and effortless. 3 ✓
		Hesitant, frequently forced into quiet due to language challenges. 2
		Speech is halting and sporadic, making conversation practically difficult. 1
2	Pronunciation	Good English accent. 5 ✓
		Comprehensible all the time, though there is a clear accent. 4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding. 3
		Difficult to understand because of pronunciation. 2
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable. 1
3	Grammar	Have good grammar and there is no grammatical errors. 5 ✓
		Make few noticeable errors of grammar or word order. 4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning. 3
		Makes frequent errors of grammar and word order which occasionally obscure meaning. 2
		Errors in grammar and word order so severe as to make speech virtually unintelligible. 1
4	Vocabulary	Makes use of highly suitable words according to the theme. 5
		Uses suitable vocabulary according to the theme. 4 ✓
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies. 3
		Makes comprehension fairly difficult due to a limited vocabulary. 2
		So extreme are their limitations of vocabulary that conversation is almost impossible. 1
5	Comprehension	Understand quite well. 5 ✓
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally. 4
		Understand most of what is said at normal speed; repetitions necessary. 3
		Does not understand what is said at a slow pace with repeats. 2
		Cannot be said to understand even simple English conversation. 1

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

Student 35

SPEAKING RUBRIC

No	Criterion	Value
1	Fluency	Fluent and easy speech. ☒
		Language issues have a small effect on speech speed. 4
		Speech is fluent and effortless. 3
		Hesitant; frequently forced into quiet due to language challenges. 2
		Speech is halting and sporadic, making conversation practically difficult. 1
2	Pronunciation	Good English accent. 5
		Comprehensible all the time, though there is a clear accent. 4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding. ☒ 3
		Difficult to understand because of pronunciation. 2
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable. 1
3	Grammar	Have good grammar and there is no grammatical errors. ☒ 5
		Make few noticeable errors of grammar or word order. 4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning. 3
		Makes frequent errors of grammar and word order which occasionally obscure meaning. 2
		Errors in grammar and word order so severe as to make speech virtually unintelligible. 1
4	Vocabulary	Makes use of highly suitable words according to the theme. ☒ 5
		Uses suitable vocabulary according to the theme. 4
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies. 3
		Makes comprehension fairly difficult due to a limited vocabulary. 2
		So extreme are their limitations of vocabulary that conversation is almost impossible. 1
5	Comprehension	Understand quite well. 5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally. 4
		Understand most of what is said at normal speed; repetitions necessary. ☒ 3
		Does not understand what is said at a slow pace with repeats. 2
		Cannot be said to understand even simple English conversation. 1

Score = the result of the score x 100

Maximum score

Note:

Maximum score = 25

Student 1

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.		✓		
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance.			✓	
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.			✓	✓
	9.	I have a positive outlook about becoming fluent in English.				✓
	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
	21.	I realize fluency in English takes steady practice over time.				✓
Rational and Realistic Thinking	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.		✓		
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 2

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.				✓
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.			✓	
	18.	I understand that improving my speaking depends on my own dedication.			✓	
	19.	I do not shift blame to others when I underperform in speaking.			✓	
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
	21.	I realize fluency in English takes steady practice over time.			✓	
Rational and Realistic Thinking	22.	I know that feeling nervous about speaking is normal.			✓	✓
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 3

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.		✓		
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.			✓	
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
	21.	I realize fluency in English takes steady practice over time.				✓
Rational and Realistic Thinking	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance			✓	

Student 4

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.		✓		
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.				✓
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	I make a genuine effort when completing speaking assignments.			✓	
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
	21.	I realize fluency in English takes steady practice over time.				✓
Rational and Realistic Thinking	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 5

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.		✓		
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.			✓	
Optimism	6.	I believe my speaking skill can improve with consistent effort.			✓	
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.		✓		
	10.	I keep trying even if I feel behind my classmates in speaking.		✓		
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking			✓	

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.			✓	
	18.	I understand that improving my speaking depends on my own dedication.			✓	
	19.	I do not shift blame to others when I underperform in speaking.			✓	
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
	21.	I realize fluency in English takes steady practice over time.			✓	
Rational and Realistic Thinking	22.	I know that feeling nervous about speaking is normal.		✓		
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance			✓	

Student 6

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.	✓			
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.	✓			
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.				✓
	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking			✓	

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.			✓	
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
	21.	I realize fluency in English takes steady practice over time.		✓		
Rational and Realistic Thinking	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance			✓	

Student 7

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.		✓		
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.		✓		
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.				✓
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.		✓		
	15.	I take suggestions about my speaking calmly and reflectively.				✓
Sense of responsibility	16.	I take ownership of my progress in speaking English.				✓
	17.	I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.		✓		
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.				✓
	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance.				✓

Student 8

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.				✓
Sense of responsibility	16.	I take ownership of my progress in speaking English.				✓
	17.	I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.				✓
	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance.				✓

Student 9

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Agree (A)
4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.	✓			
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.				✓
Objectiveness	10.	I keep trying even if I feel behind my classmates in speaking.		✓		
	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English.				
	17.	I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.			✓	
Rational and Realistic Thinking	20.	Even when nervous, I complete my speaking tasks seriously.				✓
	21.	I realize fluency in English takes steady practice over time.				✓
	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 10

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Agree (A)
4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.				✓
Objectiveness	10.	I keep trying even if I feel behind my classmates in speaking.				✓
	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English.				
	17.	I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.			✓	
Rational and Realistic Thinking	20.	Even when nervous, I complete my speaking tasks seriously.				✓
	21.	I realize fluency in English takes steady practice over time.				✓
	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.		✓		
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 11

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.	✓			
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.			✓	
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English.				
	17.	I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.		✓		
	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 12

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.			✓	
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.				✓
	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English.				
	17.	I make a genuine effort when completing speaking assignments.				2
	18.	I understand that improving my speaking depends on my own dedication.				2
	19.	I do not shift blame to others when I underperform in speaking.				2
	20.	Even when nervous, I complete my speaking tasks seriously.				2
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.				2
	22.	I know that feeling nervous about speaking is normal.				2
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.			2	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				2

Student 13

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.				✓
	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.			✓	
	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance.				✓

Student 14

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.			✓	
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.			✓	
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.			✓	✓
	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.			✓	✓
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance.				✓

Student 15

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.				✓
	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 16

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking			✓	

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.				✓
	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 17

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.		✓		
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking			✓	

Sense of responsibility	17.	English.				
	17.	I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
Rational and Realistic Thinking	20.	Even when nervous, I complete my speaking tasks seriously.				✓
	21.	I realize fluency in English takes steady practice over time.				✓
	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 18

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English.				
	17.	I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
Rational and Realistic Thinking	20.	Even when nervous, I complete my speaking tasks seriously.				✓
	21.	I realize fluency in English takes steady practice over time.				✓
	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 19

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.				✓
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English.				
	17.	I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.			✓	
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.				✓
	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 20

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.			✓	
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.				✓
Objectiveness	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English.				
	17.	I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.			✓	
Rational and Realistic Thinking	20.	Even when nervous, I complete my speaking tasks seriously.				✓
	21.	I realize fluency in English takes steady practice over time.			✓	
	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 21

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking			✓	

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.			✓	
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.			✓	
	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 22

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance.			✓	
Optimism	6.	I believe my speaking skill can improve with consistent effort.			✓	
	7.	I am not discouraged by making errors when I speak English.	✓			
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking			✓	

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.			✓	
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.			✓	
	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance			✓	

Student 23

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.				✓
	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking			✓	

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.			✓	
	19.	I do not shift blame to others when I underperform in speaking.			✓	
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
	21.	I realize fluency in English takes steady practice over time.			✓	
Rational and Realistic Thinking	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance			✓	

Student 24

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance.	✓			
Optimism	6.	I believe my speaking skill can improve with consistent effort.			✓	
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking			✓	

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.			✓	
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
	21.	I realize fluency in English takes steady practice over time.			✓	
Rational and Realistic Thinking	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance			✓	

Student 25

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking			✓	

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.			✓	
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.			✓	
	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance.				✓

Student 26

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.				✓
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.			✓	
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.				✓
	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance.				✓

Student 27

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Agree (A)
4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.		✓		
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.	✓			
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking				✓

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.			✓	
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
	21.	I realize fluency in English takes steady practice over time.			✓	
Rational and Realistic Thinking	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 28

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Agree (A)
4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.		✓		
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.		✓		
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking			✓	

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.			✓	
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.				✓
	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 29

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.			✓	
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.				✓
	9.	I have a positive outlook about becoming fluent in English.				✓
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking.				✓

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
	21.	I realize fluency in English takes steady practice over time.				✓
Rational and Realistic Thinking	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance.			✓	

Student 30

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.			✓	
	9.	I have a positive outlook about becoming fluent in English.		✓		
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.				✓
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking.			✓	

Sense of responsibility	17.	English. I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.				✓
	21.	I realize fluency in English takes steady practice over time.				✓
Rational and Realistic Thinking	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance.				✓

Student 31

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1	I feel capable and comfortable when speaking English in front of the class.				✓
	2	I believe I can clearly share my ideas in English.				✓
	3	I am confident in giving answers to the teacher's questions in English.				✓
	4	I trust that my English speaking skills can get better over time.			✓	
	5	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6	I believe my speaking skill can improve with consistent effort.				✓
	7	I am not discouraged by making errors when I speak English.				✓
	8	I understand that mistakes are a natural part of learning.			✓	
	9	I have a positive outlook about becoming fluent in English.				✓
	10	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11	I accept feedback on my speaking openly and respectfully.			✓	
	12	I can assess my speaking skills honestly.			✓	
	13	I recognize which feedback helps me improve and which does not.			✓	
	14	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15	I take suggestions about my speaking calmly and reflectively.				✓
	16	I take ownership of my progress in speaking.			✓	

Sense of responsibility	17	English.				
	17	I make a genuine effort when completing speaking assignments.				✓
	18	I understand that improving my speaking depends on my own dedication.				✓
	19	I do not shift blame to others when I underperform in speaking.			✓	
	20	Even when nervous, I complete my speaking tasks seriously.			✓	
Rational and Realistic Thinking	21	I realize fluency in English takes steady practice over time.			✓	
	22	I know that feeling nervous about speaking is normal.				✓
	23	I am aware that my speaking can improve with ongoing learning.			✓	
	24	I don't judge myself harshly for making speaking mistakes.				✓
	25	I remain optimistic even when I'm not fully satisfied with my speaking performance.				✓

Student 32

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1	I feel capable and comfortable when speaking English in front of the class.			✓	
	2	I believe I can clearly share my ideas in English.			✓	
	3	I am confident in giving answers to the teacher's questions in English.				✓
	4	I trust that my English speaking skills can get better over time.			✓	
	5	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6	I believe my speaking skill can improve with consistent effort.			✓	
	7	I am not discouraged by making errors when I speak English.			✓	
	8	I understand that mistakes are a natural part of learning.			✓	
	9	I have a positive outlook about becoming fluent in English.				✓
	10	I keep trying even if I feel behind my classmates in speaking.			✓	
Objectiveness	11	I accept feedback on my speaking openly and respectfully.			✓	
	12	I can assess my speaking skills honestly.			✓	
	13	I recognize which feedback helps me improve and which does not.			✓	
	14	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15	I take suggestions about my speaking calmly and reflectively.			✓	
	16	I take ownership of my progress in speaking.				✓

Sense of responsibility	17	English.				
	17	I make a genuine effort when completing speaking assignments.				✓
	18	I understand that improving my speaking depends on my own dedication.				✓
	19	I do not shift blame to others when I underperform in speaking.				✓
Rational and Realistic Thinking	20	Even when nervous, I complete my speaking tasks seriously.				✓
	21	I realize fluency in English takes steady practice over time.			✓	
	22	I know that feeling nervous about speaking is normal.			✓	
	23	I am aware that my speaking can improve with ongoing learning.			✓	
	24	I don't judge myself harshly for making speaking mistakes.			✓	
	25	I remain optimistic even when I'm not fully satisfied with my speaking performance.			✓	

Student 33

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Agree (A)
4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.				✓
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.	✓			
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking			✓	

Sense of responsibility	17.	I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.			✓	
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.			✓	
	22.	I know that feeling nervous about speaking is normal.			✓	
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance				✓

Student 34

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Agree (A)
4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.			✓	
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.			✓	
	4.	I trust that my English speaking skills can get better over time.			✓	
	5.	I would be confident participating in an English speech contest if given a chance				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.			✓	
	8.	I understand that mistakes are a natural part of learning.		✓		
	9.	I have a positive outlook about becoming fluent in English.			✓	
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.			✓	
	12.	I can assess my speaking skills honestly.			✓	
	13.	I recognize which feedback helps me improve and which does not.			✓	
	14.	I evaluate my speaking fairly without over- or underestimating myself.			✓	
	15.	I take suggestions about my speaking calmly and reflectively.				✓
	16.	I take ownership of my progress in speaking			✓	

Sense of responsibility	17.	I make a genuine effort when completing speaking assignments.				✓
	18.	I understand that improving my speaking depends on my own dedication.				✓
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.			✓	
	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.				✓
	24.	I don't judge myself harshly for making speaking mistakes.				✓
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance			✓	

Student 35

QUESTIONNAIRE SHEET

Please read each statement carefully and choose the response that best reflects your level of agreement. Use the following scale:

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Agree (A)

4 = Strongly Agree (SA)

Indicator	No	Statement	Scale			
			SD	D	A	SA
Believe in own ability	1.	I feel capable and comfortable when speaking English in front of the class.				✓
	2.	I believe I can clearly share my ideas in English.			✓	
	3.	I am confident in giving answers to the teacher's questions in English.				✓
	4.	I trust that my English speaking skills can get better over time.				✓
	5.	I would be confident participating in an English speech contest if given a chance.				✓
Optimism	6.	I believe my speaking skill can improve with consistent effort.				✓
	7.	I am not discouraged by making errors when I speak English.				✓
	8.	I understand that mistakes are a natural part of learning.		✓		
	9.	I have a positive outlook about becoming fluent in English.		✓		
	10.	I keep trying even if I feel behind my classmates in speaking.				✓
Objectiveness	11.	I accept feedback on my speaking openly and respectfully.				✓
	12.	I can assess my speaking skills honestly.		✓		
	13.	I recognize which feedback helps me improve and which does not.				✓
	14.	I evaluate my speaking fairly without over- or underestimating myself.				✓
	15.	I take suggestions about my speaking calmly and reflectively.			✓	
	16.	I take ownership of my progress in speaking				✓

		English.				
Sense of responsibility	17.	I make a genuine effort when completing speaking assignments.			✓	
	18.	I understand that improving my speaking depends on my own dedication.			✓	
	19.	I do not shift blame to others when I underperform in speaking.				✓
	20.	Even when nervous, I complete my speaking tasks seriously.			✓	
Rational and Realistic Thinking	21.	I realize fluency in English takes steady practice over time.				✓
	22.	I know that feeling nervous about speaking is normal.				✓
	23.	I am aware that my speaking can improve with ongoing learning.			✓	
	24.	I don't judge myself harshly for making speaking mistakes.			✓	
	25.	I remain optimistic even when I'm not fully satisfied with my speaking performance.			✓	

Tabel r untuk df = 1-50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Intraclass Correlation Coefficient							
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.747 ^a	.554	.864	6.899	34	34	.000
Average Measures	.855 ^c	.713	.927	6.899	34	34	.000

- The estimator is the same, whether the interaction effect is present or not.
- Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.
- This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

		Correlations																											
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	TOTAL	VAR0029	
Y1	Pearson Correlation	1	-0.005	-0.008	0.057	0.43	0.08	0.15	0.39	0.07	0.04	0.69	0.08	0.14	0.027	0.065	-0.017	-0.360	-0.022	-0.026	0.26	0.28	0.26	0.12	-0.11	0.39	0.21	0.06	
	Sig. (2-tailed)		0.978	0.98	0.338	0.023	0.616	0.06	0.823	0.59	0.92	0.31	0.42	0.39	0.91	0.91	0.922	0.42	0.680	0.80	0.56	0.99	0.44	0.88	0.44	0.527	0.21	0.81	
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	
Y2	Pearson Correlation	-0.05	1	-0.06	0.028	-0.29	0.126	0.04	0.11	-0.12	0.13	0.24	0.03	0.13	-0.03	0.13	-0.03	0.13	-0.03	0.13	0.13	0.13	0.13	0.13	0.13	0.13	0.13	0.13	
	Sig. (2-tailed)	0.978		0.978	0.372	0.881	0.461	0.471	0.60	0.42	0.24	0.44	0.520	0.42	0.366	0.293	0.162	0.180	0.167	0.881	0.92	0.95	0.92	0.91	0.96	0.92	0.95	0.95	
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	
Y3	Pearson Correlation	0.08	0.15	1	0.179	0.281	0.268	0.06	0.81	-0.117	0.316	-0.077	-0.028	0.151	-0.862	0.304	0.047	0.145	0.482	-0.103	0.125	0.252	0.183	0.322	-0.070	0.203	0.453	0.3	
	Sig. (2-tailed)	0.536	0.372		0.303	0.12	0.119	0.88	0.445	0.503	0.05	0.60	0.881	0.86	0.01	0.86	0.723	0.76	0.69	0.43	0.633	0.557	0.475	0.14	0.262	0.051	0.688	0.242	0.806
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	
Y4	Pearson Correlation	0.35	0.35	0.35	1	0.012	0.231	0.336	0.81	0.233	-0.117	0.351	0.44	0.16	0.341	0.262	0.443	-0.007	0.199	0.144	0.327	0.168	0.027	0.065	-0.066	0.029	0.58	0.3	
	Sig. (2-tailed)	0.032	0.081	0.303		0.47	0.02	0.447	0.43	0.177	0.505	0.038	0.410	0.063	0.445	0.129	0.08	0.689	0.251	0.140	0.055	0.334	0.880	0.27	0.04	0.687	0.02	0.35	
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	
Y5	Pearson Correlation	0.43	-0.29	0.281	0.012	1	-0.007	0.191	0.70	-0.067	0.174	0.064	0.078	0.035	-0.484	0.167	-0.172	0.278	0.233	0.250	0.39	0.356	0.12	0.28	0.233	0.378	0.25	0.3	
	Sig. (2-tailed)	0.007	0.049	0.162	0.447		0.967	0.272	0.29	0.74	0.58	0.69	0.84	0.79	0.033	0.39	0.31	0.06	0.177	0.147	0.25	0.05	0.47	0.06	0.177	0.205	0.17	0.02	
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	
Y6	Pearson Correlation	0.08	0.15	0.268	0.281	-0.007	1	0.232	0.050	0.210	0.49	0.11	0.033	0															

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Reliability Statistics

Cronbach's Alpha	N of Items
.783	25

4.Descriptive Statistics

Statistics

		ESP	SC
N	Valid	35	35
	Missing	0	0
Mean		81.14	86.43
Median		84.00	88.00
Mode		88	88 ^a
Std. Deviation		7.101	5.842
Variance		50.420	34.134

a. Multiple modes exist. The smallest value is shown

5. Test of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.165	35	.017	.948	35	.097

a. Lilliefors Significance Correction

6. Correlation Analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	84.968	11.663		7.286	.000
	ESP	.018	.143	.022	.126	.901

a. Dependent Variable: SC

7. Simple Linear Regression Analysis

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	84.968	11.663		.000
	ESP	.018	.143	.022	.901

a. Dependent Variable: SC

8. Hypothesis Testing

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	84.968	11.663		.000
	ESP	.018	.143	.022	.901

a. Dependent Variable: SC

DOCUMENTATION







1 November 2024

Hal : Pengajuan Judul Rancangan Penelitian

Kepada Yth :
Ibu YASMINAR AMAERITA TELAUMBANUA, M.Pd
(Dosen Penasihat Akademik)

Dengan hormat,

1. Saya yang bertanda tangan di bawah ini :

Nama : PINTAULI LASE

NIM : 212108080

Jumlah SKS yang telah diselesaikan : 140 SKS

Dengan ini mengajukan Judul Rancangan Penelitian dan memohon kepada Ibu kiranya dapat berkenan menyetujui salah satu judul yang saya ajukan di bawah ini:

No.	Judul	Persetujuan	
		Tanggal	Paraf
1	THE CORRELATION OF ENGLISH SPEAKING SKILLS AND SELF-CONFIDENCE OF SENIOR HIGH SCHOOL ELEVENTH GRADERS	2/11/24	
2	AN ANALYSIS OF STUDENTS' PERCEPTIONS OF ENGLISH SPEAKING ANXIETY OF SENIOR HIGH SCHOOL ELEVENTH GRADERS		
3	A DESCRIPTION OF TEACHER-STUDENTS INTERACTION IN ENGLISH-SPEAKING ACTIVITIES OF SENIOR HIGH SCHOOL ELEVENTH GRADERS		

2. Demikian permohonan ini saya ajukan dengan harapan semoga Ibu dapat mempertimbangkannya.

Hormat saya:
Pemohon,



PINTAULI LASE
NIM. 212108080



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat: Jalan Yos Sudarso No. 118/E-5, Gunungsitoli, Telepon (0639) 21616, Nias 22812
Homepage: <https://fkip.unias.ac.id> email: fkip@unias.ac.id

Lembar Saran dan Perbaikan Judul Proposal

No	Judul	Saran-saran	Perbaikan	Tanda Tangan	
				KAPRODI	DOSEN PA
1	THE CORRELATION OF ENGLISH SPEAKING SKILLS AND SELF-CONFIDENCE OF SENIOR HIGH SCHOOL ELEVENTH GRADERS	Bisakah diperbaiki			
2	AN ANALYSIS OF STUDENTS' PERCEPTIONS OF ENGLISH SPEAKING ANXIETY OF SENIOR HIGH SCHOOL ELEVENTH GRADERS	Bisakah			
3	A DESCRIPTION OF TEACHER-STUDENTS INTERACTION IN ENGLISH-SPEAKING ACTIVITIES OF SENIOR HIGH SCHOOL ELEVENTH GRADERS	Bisakah			

Demikian permohonan ini saya ajukan dan atas perhatian saya ucapkan terimakasih.

Hormat saya,
Pemohon,

PINTAULLASE
NIM. 212108080

Tembusan:

1. Yth. Kaprodi
2. Yth. Dosen PA

OUTLINE TOPIK PENELITIAN SKRIPSI

Name : Pintaui Lase
Reg.Number : 212108080
Study Program : English Education
Faculty : Teacher Training and Education

Title	The Correlation between English Speaking Skills and Self-Confidence at Senior High School Eleventh Graders
Phenomenon	In the current era of modernization, proficiency in English, particularly speaking skills, plays a critical role in personal and academic development. Despite the curriculum emphasizing speaking skills through pronunciation, grammar, vocabulary, fluency, and comprehension, many students in SMA Negeri 1 Alasa face significant challenges in mastering these areas. A key underlying issue is the lack of self-confidence, which hinders students' ability to communicate effectively in English. This lack of self-confidence manifests as fear, insecurity, and hesitation, creating barriers to participation and progress in English-speaking activities. Addressing the interplay between speaking skills and self-confidence is essential to foster a positive learning environment and improve students' overall English proficiency. This sets the stage for research aimed at understanding and bridging the gap between English-speaking abilities and self-confidence, with the ultimate goal of empowering students to succeed in their academic and social endeavors.
Locus	SMA Negeri 1 Alasa
Address	Desa ombolata, kecamatan Alasa, Kabupaten Nias Utara
Background of the Problem	In this era of modernization, English plays a vital role in many areas of our lives. The use of English can be found in almost every aspect of human life, including education, international affairs, social relations, politics, and more. In order to keep up with modernization, students must be able to communicate in English; this requires students to study four language skills, such as writing, listening, reading and

speaking. One of the main skills in English is speaking.

According to Morozova (2013) in Arya et al. (2022), speaking skill is a basic skill that is of great importance for mastering the syntax of objects. When students learn to speak correctly, they begin to speak more and more, which helps them develop their communication in a positive direction. As Rose (2019) in Tiara et al. (2022) point out, speaking is the use of sound to convey thoughts and feelings, it helps people communicate with each other and more importantly, it helps define their own identity. In conclusion, speaking is an integral part of the language acquisition process, especially for those who wish to learn English as a foreign language.

This research is important because it examines the relationship between English language skills and self-confidence among eleventh grade students. Many struggle to speak English due to a lack of confidence, limiting their participation and progress. The findings will help educators design strategies to improve both speaking skills and confidence, fostering a supportive learning environment.

However, there is a significant gap between the expectations set in the ATP in Kurikulum Merdeka and the actual speaking abilities of the students at SMA Negeri 1 Alasa. Despite the ATP emphasizing the development of pronunciation, grammar, vocabulary, fluency, and comprehension for eleventh graders, many students still face difficulties in achieving these goals. Several challenges contribute to this gap, namely students find it hard to pronounce words accurately, affecting their overall speech clarity; constructing grammatically correct sentences remains a struggle for many students; a limited vocabulary further complicates their ability to express themselves clearly in English; and students have difficulty speaking smoothly and naturally. These issues collectively create barriers to improving English speaking skills and are the focus of this research.

Therefore, the main problem is the lack of self-confidence among students and directly affects performance. According to Lauster (2002) in Fadhilah (2023) self-confidence is defined as a positive attitude of an

	individual that allows him to develop a positive assessment of his self and the environment or situation his face. But if students have a low level of self-confidence then they will suffer from uncertainty, insecurity, and fear. So, a student needs to have high self-confidence, especially in speaking English. From the definition of self-confidence above, the researcher believes that the importance of self-confidence in helping students improve their English speaking skill. Regarding the above phenomenon, this research tends to be conducted with the title "The Relationship between English Speaking Skills and Self-Confidence at Senior High School Eleventh Graders."
Formulation of the Problem	1. Whether there is a significant correlation between English speaking skills and the level of self-confidence of eleventh grade students at SMA Negeri 1 Alasa? 2. What factors influence students' self-confidence in English speaking skills? 3. What done to improve students' ability to speak English related to self-confidence?
Objectives of the Problem	1. Analyze the relationship between English speaking skills and students' self-confidence. 2. To identify the factors that influence students' confidence in English speaking skills. 3. To analyze the efforts or methods made in improving students' English speaking skills related to their self-confidence.
Research Methods	This research is a quantitative research that uses a correlational research design. According to Gay et al. (2012:7), quantitative research involves the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. Correlational research, as described by Gay et al. (2012:204), is sometimes considered a type of descriptive research because it describes an existing condition. Correlational research involves collecting data to determine whether a relationship exists between two or more quantifiable variables and to what degree. In this research, the focus is to

	explore the relationship between English-speaking skills and self-confidence among eleventh-grade students..
Bibliography	Burton, K., & Platts, B. (2006). <i>Building Confidence for Dummies</i>. John Wiley & Sons. Creswell, J. W. (2018). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (5th ed.). Sage. Farabi, M., Hassanvand, S., & Gorjian, B. (2017). The impact of teachers' self-confidence on students' speaking skills. <i>International Journal of English Language & Translation Studies</i>, 5(1), 17. Hasan, H., Hanafi, M., & Sadapotto, A. (2020). Correlation between EFL learners' self-confidence and speaking skill. <i>Majesty Journal</i>, 2(2), 48–56. Marhaeni, A. A. I. N., Putra, I. N. A. J., & Jaya, I. M. (2013). Self-confidence and its role in speaking ability. <i>Indonesian Journal of English Language Teaching</i>, 9(2), 141–150. McPheat, S. (2010). <i>The Self-Confidence Training Book</i>. MTD Training. Morozova, Y. (2013). Methods of enhancing speaking skills of elementary level students. <i>Journal of Language Studies</i>, 2(3), 45–52.

Gunungsitoli, 21 December 2024

Approved by:

The Chair of EESP,


Afore Fahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Approved by:

The Thesis Advisor,


Adieli Laoli, S.Pd., M.Pd
NIDN. 0027106406

Tembusan:

1. Kepala LPPM Universitas Nias
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812

Homepage: <http://www.unnias.ac.id> email: info@unnias.ac.id

SURAT PENETAPAN DOSEN PEMBIMBING

Nomor: 58/UN10/PP.12.06/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Nias, menetapkan

Nama : ADIELI LAOLI, S.Pd., M.Pd.
NIP : 19641027 199402 1 001
Pangkat : Penata/III-C
Jabatan Akademik : Lektor
Program Studi : Pendidikan Bahasa Inggris
Bidang Keahlian : Bahasa Inggris

sebagai Pembimbing dalam penulisan skripsi mahasiswa FKIP, Universitas Nias:

Nama : PINTAULI LASE
NIM : 212108080
Program : S-1
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : THE CORRELATION BETWEEN ENGLISH SPEAKING
SKILLS AND SELF-CONFIDENCE OF SENIOR HIGH
SCHOOL ELEVENTH GRADERS

Demikian surat penetapan dosen pembimbing ini disampaikan untuk dilaksanakan dengan penuh tanggung jawab.

Gunungsitoli, 27 November 2024


Waruwa, S.S.M.S.
NIDN 20047906

Tembusan disampaikan kepada:

1. Plt. Rektor Universitas Nias u.p. Wakil Rektor I
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Mahasiswa yang dibimbing (PINTAULI LASE)



YAYASAN PERGURUAN TINGGI NIAS
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E / S Gunungsitoli 626392620815 Nias 22812
Homepage: [https:// Unias.ac.id](https://Unias.ac.id) email: Pbing@gmail.com @Unias.ac.id

KARTU BIMBINGAN RANCANGAN PROPOSAL



Nama : Pintauli Lase
Nim : 212108080
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : The Correlation between English Speaking Skills and Self-Confidence at Senior High School Eleventh Graders
Pembimbing : Adieli Laoli, S.Pd., M.Pd

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing	Tanda Tangan
1	7/11/2024	Mengajukan judul Penelitian kepada Dosen Pembimbing	Judul di Acikan dan mencari referensi dan teori tentang Judul, dan Sudah membuat outline	
2	13/11/2024	Menyerahkan semua teori dan menjelaskan hal-hal yg berhubungan dgn topik	Pengasaan sudah melewati Pemahaman terhadap Judul, dan sudah bisa memulai Penulisan Bab 1.	
3	23/11/2024	Menyerahkan Bab 1	-> Terlalu Panjang -> Titis lebih Spesifik -> Mencari teori tentang Judul.	

4	11/12/2024	Menyerahkan Perbaikan Bab 1 dan juga menyerahkan Bab 2 dan 3	Memperbaiki sebagian isi bab, dan membaca Buku Panduan Penulisan karya Tulis Ilmiah	
5	21/12/2024	Menyerahkan Perbaikan	> Perbaikan Penulisan Sub Judul > Rubrik Penilaian > Tabel x dan y > Bibliography.	
6	23/12/24	Pemutakhiran Perbaikan Bab 1, 2, 3	Acc seminar proposal.	
7				
8				
9				
10				



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE APPROVAL SHEET OF RESEARCH PROPOSAL

The research proposal proposed by:

Name : **PINTAULI LASE**
Reg. Number : 212108080
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : The Correlation between English Speaking Skill and Self-confidence at
Senior High School Eleventh Graders

has been approved to be presented in the research proposal seminar forum.

Gunungsitoli, December 23, 2024

Acknowledged by:

Chief of English Education Study Program,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Advisor,


Adieli Laoli, S.Pd., M.Pd.
NIDN. 0027106406



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

BERITA ACARA SEMINAR RANCANGAN SKRIPSI

Pada hari ini Senin, tanggal tiga belas bulan Januari tahun dua ribu dua puluh lima telah diselenggarakan Seminar Rancangan Skripsi bagi mahasiswa Universitas Nias:

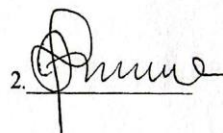
Nama : **Pintauli Lase**
NIM : **212108080**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Judul R. Skripsi : **The Correlation between English Speaking Skill and Self-Confidence at Senior High School Eleventh Graders**

Waktu : **13.00 WIB s/d selesai**

Susunan Dewan Pembimbing & Penelaah

- 1 . **Adieli Laoli, S.Pd, M.Pd.**
- 2 . **Afore Tahir Harefa, S.Pd.,M.Hum**

Tanda tangan

1. 
2. 

Rekapitulasi Nilai	
Dewan Pembimbing & Penelaah	Total Nilai
Adieli Laoli, S.Pd, M.Pd.	92
Afore Tahir Harefa, S.Pd.,M.Hum	80
Total Nilai	172

Rata-rata Nilai : 86

Gunungsitoli, 13 Januari 2025
Ketua Program Studi,


Afore Tahir Harefa, S.Pd.,M.Hum
NIDN 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT KETERANGAN SEMINAR

Nomor: 036/UN10.03/PP.08.03/2025

Ketua Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Nias menerangkan bahwa:

Nama : **Pintauli Lase**
NIM : 212108080
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **The Correlation between English Speaking Skill and Self-Confidence at Senior High School Eleventh Graders**

Hari/tanggal : Senin, 13 Januari 2025
Pukul : 13.00 WIB s/d selesai
Tempat : Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias

Dengan hasil penilaian:

- | | |
|-------------------------------------|---|
| ☐ | Rancangan Skripsi telah cukup baik sehingga telah dapat dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (90-100) |
| ☒ | Rancangan Skripsi telah cukup baik, namun masih perlu disempurnakan dan dilengkapi dengan instrumen sebelum dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (70-89) |
| ☐ | Rancangan skripsi masih perlu dikembangkan, namun masalah penelitian masih perlu diperbaiki untuk menjadi topik permasalahan skripsi. Dianjurkan perbaikan (55-69) |
| ☐ | Rancangan Skripsi tidak memenuhi syarat untuk dikembangkan sebagai bahan skripsi. Mahasiswa perlu memikirkan untuk memilih topik lain dan wajib mengikuti seminar rancangan skripsi (<54) |

Gunungsitoli, 13 Januari 2025
Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN 0117038305

Catatan:
Berikan tanda cek (✓) pada salah satu kotak.



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Pembimbing

Nama : **Adieli Laoli, S.Pd, M.Pd.**
NIP : 19641027 199402 1 001
Jabatan : Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : **Pintauli Lase**
NIM : 212108080
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **The Correlation between English Speaking Skill and Self-Confidence at Senior High School Eleventh Graders**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : **Senin, 13 Januari 2025**
Pukul : **13.00 WIB s/d selesai**
Tempat : **Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias**

4. Perbaikan Rancangan Skripsi

No	Bab Halaman	Uraian
		<i>Langkah Penelitian</i>

Gunungsitoli, 13 Januari 2025

Pembimbing

Adieli Laoli, S.Pd, M.Pd.

NIP. 19641027 199402 1 001



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Penelaah

Nama : Afore Tahir Harefa, S.Pd.,M.Hum
NIP : 0117038305
Jabatan : Penelaah
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Pintauli Lase
NIM : 212108080
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **The Correlation between English Speaking Skill and Self-Confidence at Senior High School Eleventh Graders**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Senin, 13 Januari 2025
Pukul : 13.00 WIB s/d selesai
Tempat : Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias

4. Perbaikan Rancangan Skripsi

No	Bab Halaman	Uraian
		<i>Revisi sesuai dgn revisi yang diminta</i>

Gunungsitoli, 13 Januari 2025

Penelaah,

Afore Tahir Harefa, S.Pd.,M.Hum
NIDN. 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

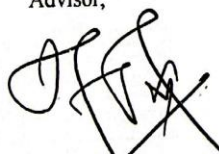
THE EXAMINERS' BOARD APPROVAL SHEET OF RESEARCH PROPOSAL

The research proposal proposed by:

Name : PINTAULI LASE
Reg. Number : 212108080
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : The Correlation between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders.

has been presented in the research proposal seminar forum and approved for research.

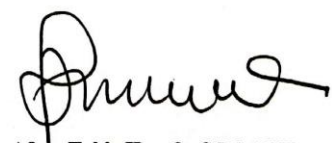
Advisor,



Adieli Laili, S.Pd., M.Pd.
NIP. 19641027 199402 1 001

Gunungsitoli, 5 February 2025

Reviewer,



Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Acknowledged by:

Chief of English Education Study Program,



Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

6 Februari 2025

Nomor : 146/UN10.03/PN.01.02/2025

Lamp. : 1 (satu) set

Perihal : Berkas Permohonan Izin Pelaksanaan Penelitian

Yth. :

Bapak Dekan FKIP-UNIAS
di
Tempat

1. Dengan hormat, bersama ini kami sampaikan berkas dalam rangka pengurusan permohonan izin pelaksanaan penelitian mahasiswa yang dilaksanakan oleh :
Nama : Pintauly Lase
NIM : 212108080
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)
Program studi : Pendidikan Bahasa Inggris
Jenjang pendidikan : Sarjana (S1)
Judul skripsi : The Correlation Between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders.
Lokasi penelitian : SMA Negeri 1 Alasa
Jadwal penelitian : 10 Februari – 10 Maret 2025
2. Berkenaan dengan permohonan izin penelitian dimaksud, mahasiswa tersebut di atas telah melampirkan berkas sebagai berikut:
a. ✓ Fotokopi Berita Acara Seminar Rancangan Skripsi
b. ✓ Fotokopi Surat Keterangan Seminar
c. ✓ Fotokopi Perbaikan Rancangan Skripsi dari Dosen Pembimbing
d. ✓ Fotokopi Perbaikan Rancangan Skripsi dari Dosen Penelaah
e. ✓ Fotokopi Lembar Persetujuan Rancangan Penelitian
f. ✓ KRS Semester 7
g. ✓ KHS semester 6
h. ✓ Proposal
3. Demikian disampaikan, atas kerjasama yang baik diucapkan terimakasih.

Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
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Alamat: Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Home page : <https://fkip.unias.ac.id> email : fkip@unias.ac.id

Gunungsitoli, 06 Februari 2025

Nomor : 076 /UN10/PN.01.02/2025
Lampiran : 1 (satu) set
Perihal : **Permohonan Izin Pelaksanaan Penelitian**

Yth.
Kepala SMA Negeri 1 Alasa
di
Tempat

1. Dengan hormat, dalam rangka melengkapi data penelitian yang dilaksanakan oleh:

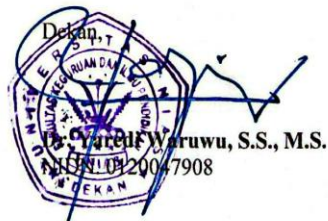
Nama : **Pintauli Lase**
NIM : 212108080
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S-1)

Judul Skripsi : **The Correlation between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders**

Lokasi Penelitian : SMA Negeri 1 Alasa
Jadwal Penelitian : 10 Februari – 10 Maret 2025

Maka kami mohon kepada Ibu kiranya dapat memberi izin kepada mahasiswi yang namanya tersebut di atas untuk melaksanakan Penelitian di lokasi penelitian tersebut di atas (rancangan skripsi terlampir).

2. Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.


A. Yandri Waruwu, S.S., M.S.
NIM 21210807908

Tembusan Yth:

1. Rektor Universitas Nias
2. Wakil Rektor Lingkup Universitas Nias
3. Kepala LPPM Universitas Nias
4. Ketua Program Studi Pendidikan Bahasa Inggris
5. Peneliti yang bersangkutan (**Pintauli Lase**)
6. Arsip



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 ALASA

Jln. Pramuka No. _ Desa Ombolata Kode Pos 22861 Kecamatan Alasa Kabupaten Nias Utara
email : smansa_als@yahoo.co.id, website : http://www.smanegeri1alasa.sch.id

Nomor : 400.3.8/080/SMAN1ALS/II/2025
Lampiran : -
Perihal : **Izin Penelitian**

Ombolata, 10 Februari 2025

Kepada Yth.
Lembaga Penelitian Dan Pengabdian Masyarakat
Yayasan Perguruan Tinggi Nias Universitas Nias
di
Tempat

Dengan hormat,

Sehubungan dengan surat Bapak Nomor : 076/UN10/PN.01.02/2025, tanggal 06 Februari 2025 Perihal : Permohonan Izin Pelaksanaan Penelitian Mahasiswa, maka dengan ini memberikan Izin kepada Mahasiswa di bawah ini :

No.	Nama Mahasiswa	NIM	Judul Skripsi	Jadwal Pelaksanaan
1.	PINTAULI LASE	212108080	The Correlation between English Speaking Skill and self-confidence at Senior High School Eleventh Graders	10 Februari s.d 10 Maret 2025

Demikian disampaikan untuk bahan seperlunya.

Kepala SMA Negeri 1 Alasa,

Fajar Linda Wani Hulu, M.Pd
NIP. 19821009 200502 2 001



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 ALASA

Jln. Pramuka No. _ Desa Ombolata Kode Pos 22861
Kecamatan Alasa Kabupaten Nias Utara
email : smansa_als@yahoo.co.id, website : <http://www.smanegeri1alasa.sch.id>

SURAT KETERANGAN

Nomor : 400.3.8/147/SMAN1ALS/III/2025

Yang bertanda tangan di bawah ini :

Nama : **FAJAR LINDA WARNI HULU, M.Pd**
NIP : 19821009 200502 2 001
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Alasa

Menerangkan dengan sesungguhnya bahwa :

Nama : **PINTAULI LASE**
NIM : 212108080
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Perguruan Tinggi : Universitas Nias

Adalah benar Mahasiswa yang telah melakukan penelitian di SMA Negeri 1 Alasa mulai tanggal 10 Februari s.d 10 Maret 2025 dengan skripsi yang berjudul **"The Correlation between English Speaking Skill and self-confidence at Senior High School Eleventh Graders"**.

Demikian surat ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat digunakan sebagaimana mestinya.

Ombolata, 10 Maret 2025

Kepala SMA Negeri 1 Alasa



FAJAR LINDA WARNI HULU, M.Pd
NIP. 19821009 200502 2 001



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
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Alamat : Jalan Yos Sudarso 118 E / S Gunungsitoli 626392620815 Nias 22812
Homepage: <https://Unias.ac.id> email: Pbing@gmail.com @Unias.ac.id

KARTU BIMBINGAN RANCANGAN SKRIPSI



Nama : Pintauli Lase
Nim : 212108080
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : The Correlation between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders
Pembimbing : Adieli Laoli, S.Pd., M.Pd.

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing*)	Tanda Tangan
1	12/03/2019	Validasi Instrumen Penelitian	Mencari buku atau jurnal tentang pengertian Validasi Instrument Penelitian.	
2	14/03/2019	Tabulasi data Penelitian	Membawa hasil tabulasi data Penelitian untuk diperiksa.	
3	15/03/2019	Buku dan Jurnal dan Metode riset research.	Membawa lembar buku yang mengatakan bahwa langkah survey yang digunakan benar ada di buku	

4	17/03/2025	Analisis regresi linear sederhana	Menambahkan Subtopik analisis regresi linear sederhana.	
5	19/03/2025	Analisis data	Membuktikan data menggunakan rumus statistik.	
6	21/03/2025	Revisi akhir dan Acc Skripsi	Mengubah dan menghapus beberapa kata di bab 5 yang tidak relevan.	
7	22/03/2025	Membawa hasil penelitian/skripsi ke pembimbing	Mengumpulkan lampiran berdasarkan saran dan komentar.	
8	25/03/2025	Acc skripsi dan bisa di Ujikan	Acc sidang skripsi dan bisa mencetak hasil penelitian	
9				
10				



YAYASAN PERGURUAN TINGGI NIAS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE APPROVAL SHEET OF UNDERGRADUATE THESIS

The undergraduate thesis proposed by:

Name : PINTAULI LASE
Reg. Number : 212108080
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Thesis Title : The Correlation between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders

has been approved by undergraduate thesis advisor for further approval by the board of examiners.

Gunungsitoli, March 27, 2025

Acknowledged by:

Chief of English Education Study Program,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Undergraduate Thesis Advisor,


Adeli Lamin, S.Pd., M.Pd.
NIDN. 0027106406



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT**

Rectorat: Jalan Pancasila No. 10 Kota Gunungsitoli ■ +626392620815 Nias ■ 22814
Homepage: <https://unias.ac.id> email: admin@unias.ac.id

SURAT KETERANGAN

Nomor : 059/UN06.01/TU.01.20/2025

Yang bertanda tangan di bawah ini:

Nama : **Dr. Ayler Beniah Ndraha, S.STP., M.Si., C.PS.**
NIDK : 8934030021
Pangkat/Golongan : Penata/III/c
Jabatan : Plt. Kepala Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Nias

dengan ini menerangkan bahwa,

Nama : **Pintauli Lase**
NIM : 212108080
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *THE CORRELATION BETWEEN ENGLISH SPEAKING SKILL AND SELF-CONFIDENCE AT SENIOR HIGH SCHOOL ELEVENTH GRADERS*

adalah benar telah melakukan pengecekan plagiarisme terhadap Skripsi mahasiswa tersebut di atas melalui aplikasi Turnitin, dan mendapat tingkat *Similarity* 20% dan tingkat *Artificial Intelligence* (AI) 8%, sehingga dinyatakan layak untuk melanjutkan pada tahap selanjutnya sesuai dengan tahapan pada penyelesaian skripsi.

Gunungsitoli, 8 Mei 2025

Plt. Kepala LPPM,



Dr. Ayler Beniah Ndraha, S.STP., M.Si., C.PS.
NIDK. 8934030021

Tembusan:

1. Ketua Program Studi Pendidikan Bahasa Inggris
2. Mahasiswa an. **Pintauli Lase.**



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT KETERANGAN

No. **799**/UN10.03/PN.01/2025

1. Ketua Program Studi Pendidikan Bahasa Inggris menerangkan bahwa:
Nama : PINTAULI LASE
NIM : 212108080
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Telah menyelesaikan mata kuliah yang dipersyaratkan dalam kurikulum yang berlaku di Universitas Nias sebanyak 149 SKS.
2. Demikian surat keterangan ini diberikan untuk dapat digunakan seperlunya.

Dikeluarkan di : Gunungsitoli
Pada Tanggal : **19** Juni 2025

† Ka. Prodi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Tembusan
Dekan FKIP Universitas Nias

15 Mei 2025

Perihal : Permohonan Ujian Skripsi
Lampiran : Satu Berkas

Kepada Yth.
Ketua Program Studi Pendidikan Bahasa Inggris
di
Gunungsitoli

Saya yang bertanda tangan di bawah ini:

Nama : Pintauli Lase
NIM : 212108080
Program : Sarjana (S-1)
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Dosen Pembimbing : Adieli Laoli, S.Pd., M.Pd.
Judul Skripsi : The Correlation between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders.

Mengajukan permohonan untuk diperkenankan menempuh Ujian Skripsi. Sebagai bahan pertimbangan, bersama ini saya lampirkan:

1. Biodata Peserta Ujian Skripsi
2. Lembar persetujuan Dosen Pembimbing Skripsi
3. Lembar Konsultasi Bimbingan Skripsi (Print Out SIMAT)
4. Fotokopi Surat Penugasan Dosen Pembimbing Skripsi
5. Fotokopi KRS semester 1 sampai Semester Berkenaan
6. Fotokopi KHS dari semester 1 sampai terakhir
7. Fotokopi Pembayaran Uang Ujian Skripsi
8. Surat Keterangan telah menyelesaikan semua beban studi kecuali skripsi/penulisan skripsi/thesis writing*)
9. Transkrip Nilai yang telah ditandatangani ketua program Studi
10. Surat Keterangan telah melakukan pengecekan Plagiarisme dari LPPM.
11. Undangan ujian skripsi
12. Telah mengisi link bit.ly/MendaftarUjianSkripsiFKIP

Atas perhatian Bapak, saya ucapkan terima kasih.

Hormat saya,
Pemohon



PINTAULI LASE
NIM 212108080

Tembusan
Yth.
Dekan FKIP Universitas Nias



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UNIVERSITAS NIAS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

**PERNYATAAN KESEDIAAN PEMBIMBING MENGHADIRI
UJIAN MEJA HIJAU**

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias

Nama : PINTAULI LASE
NIM : 212108080
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Correlation between English Speaking Skill and Self-confidence at Senior
High School Eleventh Graders

Yang dilaksanakan pada

Hari/tanggal : Selasa, 03 Juni 2025
Pukul : 08.00 WIB s.d. selesai
Tempat : Ruang 01 FKIP, Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 31 Mei 2025

Pembimbing,

1. Adieli Laoli, S.Pd., M.Pd.

Tanda Tangan,



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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**PERNYATAAN KESEDIAAN PENGUJI MENGHADIRI
UJIAN MEJA HIJAU**

Schubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswi Universitas Nias

Nama : PINTAULI LASE
NIM : 212108080
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : *The Correlation between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders*

Yang dilaksanakan pada

Hari/tanggal : Selasa, 03 Juni 2025
Pukul : 08.00 WIB s.d. selesai
Tempat : Ruang 01 FKIP, Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 31 Mei 2025

Penguji I,

1. Afore Tahir Harefa, S.Pd., M.Hum.

Tanda Tangan,

1.



YAYASAN PERGURUAN TINGGI NIAS
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**PERNYATAAN KESEDIAAN PENGUJI MENGHADIRI
UJIAN MEJA HIJAU**

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswi Universitas Nias

Nama : PINTAULI LASE
NIM : 212108080
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Correlation between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders

Yang dilaksanakan pada

Hari/tanggal : Selasa, 03 Juni 2025
Pukul : 08.00 WIB s.d. selesai
Tempat : Ruang 01 FKIP, Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 31 Mei 2025

Penguji II,

Tanda Tangan,

1. Yasminar Amaerita Telaumbanua, S.Pd., M.Pd.

1.



YAYASAN PERGURUAN TINGGI NIAS
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SURAT PENETAPAN DOSEN PENGUJI

Nomor: 453/UN.10.03/PP.08.05/2025

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias menetapkan dewan penguji skripsi bagi mahasiswa Universitas Nias

Nama : Pintauli Lase
NIM : 212108080
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : *The Correlation between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders*

Waktu pelaksanaan ujian:

Hari/tanggal : Selasa, 03 Juni 2025
Pukul : 08.00 WIB s.d. selesai
Tempat : Ruang 01 FKIP Universitas Nias

Dewan Penguji:

No.	Nama	Jabatan dalam Ujian	Keterangan
1	Afore Tahir Harefa, S.Pd., M.Hum.	Penguji I	
2	Yasminar Amaerita Telaumbanua, S.Pd., M.Pd.	Penguji II	
3	Adieli Laoli, S.Pd., M.Pd.	Pembimbing Utama/ Penguji	

Gunungsitoli, 31 Mei 2025
Ketua Program Studi,



Afore Tahir Harefa
Afore Tahir Harefa, S.Pd., M.Hum.
NIM 0117038305



YAYASAN PERGURUAN TINGGI NIAS
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Gunungsitoli, 31 Mei 2025

Nomor : 454/UN10.03/PP.08.05/2025
Lampiran : 2 (dua) eks,
Hal : Pelaksanaan Sidang Skripsi
atas nama **Pintauli Lase**

Yth. Dosen Penguji Ujian Skripsi

1. Afore Tahir Harefa, S.Pd., M.Hum.
2. Yasminar Amaerita Telaumbanua, S.Pd., M.Pd.
3. Adieli Laoli, S.Pd., M.Pd.

Penguji I

Penguji II

Pembimbing Utama/Penguji

di Gunungsitoli

Sehubungan dengan pelaksanaan sidang skripsi mahasiswi:

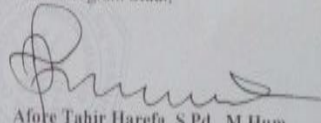
Nama : **Pintauli Lase**
NIM : 212108080
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **The Correlation between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders**

Diharapkan kehadiran Bapak/Ibu pada acara dimaksud yang diselenggarakan pada:

Hari/tanggal : Selasa, 03 Juni 2025
Pukul : 08.00 WIB s.d. selesai
Tempat : Ruang 01 FKIP Universitas Nias

Naskah skripsi yang diujikan, disampaikan langsung oleh mahasiswi yang bersangkutan. Atas perhatian Bapak/Ibu, diucapkan terima kasih,

Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Tembusan

1. Plh. Rektor Universitas Nias
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan
3. Pintauli Lase



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BERITA ACARA UJIAN SKRIPSI

Pada hari ini, Selasa tanggal tiga bulan Juni tahun dua ribu dua puluh lima telah diselenggarakan Ujian Skripsi bagi mahasiswa Universitas Nias:

Nama : Pintaui Lase
NIM : 212108080
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Correlation between English Speaking Skill and Self-confidence at Senior High School Eleventh Graders

Waktu : 08.00 WIB s.d. selesai

Susunan Dewan Penguji

1. Afore Tahir Harefa, S.Pd., M.Hum.
2. Yasminar Amaerita Telaumbanua, S.Pd., M.Pd.
3. Adieli Laoli, S.Pd., M.Pd.

Tanda Tangan
1. 2.
3.

No.	Penguji	Tanda Tangan	
		Skor	Rata-rata
1	Afore Tahir Harefa, S.Pd., M.Hum.		88
2	Yasminar Amaerita Telaumbanua, S.Pd., M.Pd.		85.57
3	Adieli Laoli, S.Pd., M.Pd.		95.7
	Jumlah		269.27

Berdasarkan perhitungan, rata-rata nilai adalah: 89.75 (Delapan puluh sembilan koma tujuh puluh lima)

Dengan demikian yang bersangkutan dinyatakan lulus/tidak lulus dengan predikat kelulusan A-

Gunungsitoli, 03 Juni 2025

Dewan Ujian Skripsi

Ketua,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Sekretaris,

Riswan Zega, S.Pd., M.Hum.
NIDN. 012108804



YAYASAN PERGURUAN TINGGI NIAS
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LEMBAR PERBAIKAN SKRIPSI

1. Pembimbing

Nama : **Adieli Laoli, S.Pd., M.Pd.**
NIDN : 0027106406
Jabatan : Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : **Pintauli Lase**
NIM : 212108080
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **The Correlation between English Speaking Skill and Self-confidence at High School Eleventh Graders**

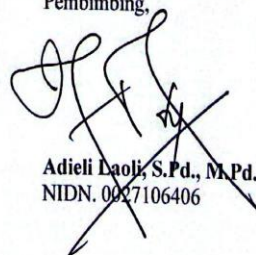
3. Waktu Pelaksanaan Ujian

Hari/tanggal : Selasa, 03 Juni 2025
Pukul : 08.00 s/d selesai
Tempat : Ruang 01 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab/Halaman	Uraian
1.	Bab II dan bab III / halaman 5 dan halaman 35.	Konsisten dalam menulis, bukan English Speaking Proficiency, tapi English Speaking skill.
2.	Bab IV / halaman 65	Menekankan hasil penelitian di bagian diskusi, sehingga pembaca mudah memahami.

Gunungsitoli, 03 Juni 2025
Pembimbing,


Adieli Laoli, S.Pd., M.Pd.
NIDN. 0027106406



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Penguji I

Nama : Afore Tahir Harefa, S.Pd., M.Hum.
NIDN : 0117038305
Jabatan : Penguji I
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Pintauli Lase
NIM : 212108080
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Correlation between English Speaking Skill and Self-confidence at High School Eleventh Graders

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Selasa, 03 Juni 2025
Pukul : 08.00 s/d selesai
Tempat : Ruang 01 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
1.	Bab II dan Bab III halaman 5 dan halaman 35.	konsisten dalam menulis, dan tidak berubah-ubah. Tetap menggunakan English Speaking Skill.
2.	Menjelaskan 1 per 1 types of Correl, Bab III	Memberikan penjelasan setiap Types of Correlation.

Gunungsitoli, 03 Juni 2025
Penguji I,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN: 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Penguji II

Nama : Yasminar Amaerita Telaumbanua, S.Pd., M.Pd.
NIDN : 0130047702
Jabatan : Penguji II
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Pintauli Lase
NIM : 212108080
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **The Correlation between English Speaking Skill and Self-confidence at High School Eleventh Graders**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Selasa, 03 Juni 2025
Pukul : 08.00 s/d selesai
Tempat : Ruang 01 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
		— Read my notes on your draft, revise it correctly.

Gunungsitoli, 03 Juni 2025
Penguji II,

Yasminar Amaerita Telaumbanua, S.Pd., M.Pd.
NIDN. 0130047702

BIOGRAPHY



Pintauli Lase was born in Banuasibohou 1, North Nias, on October 11, 2002. The author is the fourth of six children of Sukadamai Lase (father) and Nibenia Hulu (mother). The author completed elementary education in 2015 at SD Negeri Banuasibohou 1. After that, the author continued education at SMP Negeri 1 Alasa and graduated in 2018. The author then pursued senior high school at SMA Negeri 1 Alasa and completed it in 2021. In the same year, the author continued higher education at Universitas Nias Utara (North Nias University) by enrolling in the English Education Study Program, Faculty of Teacher Training and Education. In 2025, the author began conducting a scientific research project (thesis) as one of the requirements for completing undergraduate studies. After going through various stages of writing and supervision, the author successfully defended the thesis before the Thesis Examination Board on June 3, 2025, and was declared "PASSED" with the predicate of Very Satisfactory. The author officially earned the academic degree of Sarjana Pendidikan (S.Pd.). During the academic years at Universitas Nias Utara, the author was actively involved in various academic and student organization activities that supported personal interest and self-development in the field of English language teaching and learning, both in theory and practice.